



## M L DINKINS HIGHER LEARNING ACADEMY

124 Gregg Street, P.O.  
Bishopville, SC 29010

<b>Grades</b>	PK-11 Elementary School	
<b>Enrollment</b>	134 Students	
<b>Principal</b>	Ennis Bryant	803-483-3000
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>At-Risk</b>
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

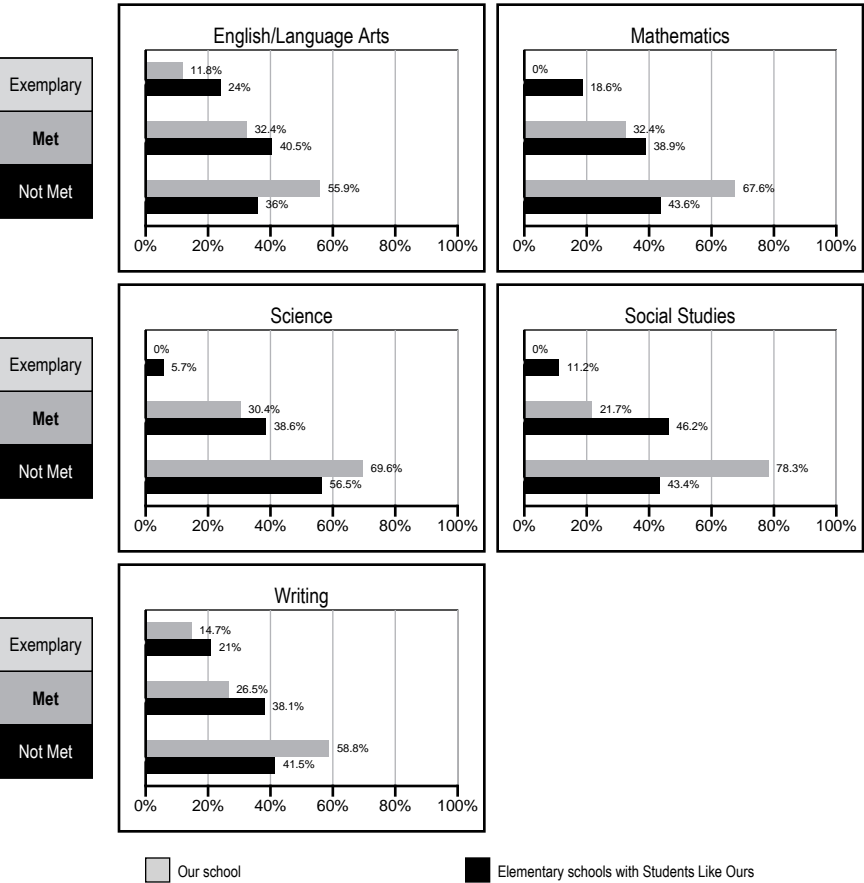
95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	60	49	21

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=134)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 2.9%	1.5%	1.2%
Attendance rate	99.9%	Up from 99.4%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.1%	11.7%
With disabilities other than speech	10.4%	Down from 12.4%	8.5%	8.0%
Older than usual for grade	8.8%	Down from 9.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Up from 44.4%	59.3%	60.5%
Continuing contract teachers	84.6%	Up from 33.3%	78.3%	84.6%
Teachers with emergency or provisional certificates	8.3%	Down from 25.0%	0.0%	0.0%
Teachers returning from previous year	56.9%	Down from 57.8%	82.5%	87.0%
Teacher attendance rate	N/R	N/R	95.2%	95.4%
Average teacher salary*	\$25,867	Down 22.9%	\$45,243	\$47,288
Professional development days/teacher	7.3 days	Down from 7.6 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 16.2 to 1	17.1 to 1	19.2 to 1
Prime instructional time	N/R	N/R	90.5%	90.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	78.3%	Down from 84.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,085	Up 16.0%	\$8,904	\$7,548
Percent of expenditures for instruction**	39.0%	Up from 28.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	23.7%	Down from 27.8%	62.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Board of Directors of MLD Higher Learning Academy would like to congratulate its students, teachers, parents and staff on a very difficult but successful year! We would also like to thank the Lee County School District for working so diligently this year. We know that with the district's continued support MLD Higher Learning Academy will raise to the top.

MLD Higher Learning Academy is in compliance with the state charter school law and with our charter contract with the Lee County School District. The school graduated its fifth eighth grade class this year. We also expanded our services, serving grades K4-11 this school term. The school is operating financially sound and is continually renovating our new facility which we so proudly occupied this school term. MLD Higher Learning Academy will continue to be lead by, Mr. Ennis Bryant, Sr. In addition, the school maintains an impressive list of teachers. The teaching staff represents over 225 years of experience in the educational field. Teachers and students worked hard all year. The students, lead by our capable staff, have provided community outreach events in various ways, thus fulfilling the mission of our school.

We feel positive about the growth and development of our new school. We feel that we have successfully touched the lives of many of our students and parents.

MLD Higher Learning Academy is a community-based charter school which will be serving K5 through 12th grade during the 2010-11 school term. Because MLD is a community-based school, its programs are tailored directly to the expressed needs of the community. MLD aims to provide education that is "holistic" and "experiential." We focus on presenting activities that keep children focused on their studies and fully engaged in their achievement. At MLD, children get an education that is "innovative" and "progressive." Our children deserve a free 21st century education and MLD Higher Learning Academy will provide just that: a quality education that will enable students to be highly competitive, successful members of a global society.

MLD Higher Learning Academy's Mission is to work in partnership with parents, teachers and elders of the community to ensure an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that will last a lifetime as we challenge our students to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships among themselves and others, and to find their path in life. We will accomplish our goal by establishing academic excellence, providing a moral focus and obtaining parental involvement

Thank you for having a successful three years. We know that with your assistance, we will continue to have a positive impact on the educational scene in Lee County.

Elijah Dinkins, Board Chairman  
Benita Robinson, Executive Director  
Ennis Bryant, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	0	7
Percent satisfied with learning environment	N/R	FORMS	I/S
Percent satisfied with social and physical environment	N/R	LOST IN	I/S
Percent satisfied with school-home relations	N/R	SHIPMENT	I/S

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 8 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	59	88.1	54.7	32.1	13.2	56.6	59.6	83.5	No	Yes
Gender										
Male	23	87	54.5	36.4	9.1	54.5	53.7	80.1	N/A	N/A
Female	36	88.9	54.8	29	16.1	58.1	65.1	87	N/A	N/A
Racial/Ethnic Group										
White	16	81.3	33.3	40	26.7	73.3	66	89.6	I/S	I/S
African American	43	90.7	63.2	28.9	7.9	50	59	74.6	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	14	57.1	N/A	N/A	N/A	30.8	29.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	88.7	56.3	33.3	10.4	54.2	58.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	57	100	75	23.1	1.9	40.4	50.2	80.4	No	Yes
Gender										
Male	23	100	81.8	13.6	4.5	31.8	47.6	78.4	N/A	N/A
Female	34	100	N/A	N/A	N/A	46.7	52.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	14	100	N/A	N/A	N/A	64.3	58.7	87.8	I/S	I/S
African American	43	100	81.6	15.8	2.6	31.6	49.6	69.3	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	14	100	84.6	7.7	7.7	23.1	16.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	69.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	100	77.1	20.8	2.1	39.6	49.4	72.8	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	36	100	71.9	25	3.1	28.1	30.2	67.3
Gender								
Male	15	100	71.4	21.4	7.1	28.6	30.2	66.9
Female	21	100	N/A	N/A	N/A	27.8	30.3	67.7
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	52	79.6
African American	29	100	80	16	4	20	29.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	9.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	33	100	75.9	20.7	3.4	24.1	29.1	55.4

Social Studies

All Students	37	100	N/A	N/A	N/A	29.4	36.8	70.9
Gender								
Male	14	100	N/A	N/A	N/A	23.1	33.9	70.1
Female	23	100	N/A	N/A	N/A	33.3	39.5	71.7
Racial/Ethnic Group								
White	11	100	N/A	N/A	N/A	36.4	44.7	79.2
African American	26	100	N/A	N/A	N/A	26.1	35.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	75	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	11.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.7	68
Socio-Economic Status								
Subsidized meals	34	100	N/A	N/A	N/A	29	35.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	59	100	63	18.5	18.5	37	48.5	72.1	99.9	96.3
Gender										
Male	23	100	77.3	13.6	9.1	22.7	40.7	65.2	99.9	95.9
Female	36	100	53.1	21.9	25	46.9	55.7	79.2	99.9	96.6
Racial/Ethnic Group										
White	16	100	43.8	31.3	25	56.3	56.3	80.8	99.9	95.4
African American	43	100	71.1	13.2	15.8	28.9	47.8	59.7	99.9	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	64.6	N/A	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	99.9
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	7.7	12.9	27.7	99.9	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	63.7	N/A	96.7
Socio-Economic Status										
Subsidized meals	53	100	68.8	16.7	14.6	31.3	47.5	61.9	99.9	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	14	78.6	66.7	25	8.3	33.3
	5	14	100	50	33.3	16.7	50
	6	10	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/A	N/A	N/A	41.7
	5	14	100	N/A	N/A	N/A	25
	6	9	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	5	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
2010	3	5	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/A	N/A	N/A	25
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	4	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
2010	3	5	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/A	N/A	N/A	25
	5	7	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	14	100	66.7	16.7	16.7	33.3
	5	14	100	50	41.7	8.3	50
	6	10	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S

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